

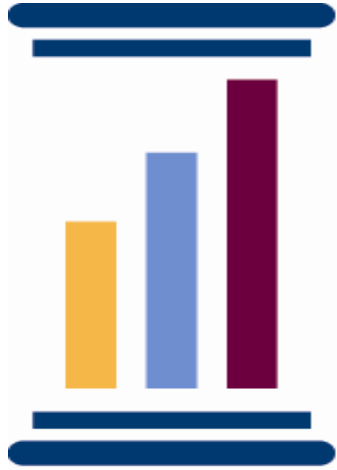
Supporting CSU GradInitiative 2025: NSSE-BCSSE Follow-up

Webinar will begin at 11:00am PT (2:00pm ET)

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box.



- Visit <https://kb.iu.edu/d/aods#hear-talk> for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software
- To check your audio connection, click the arrow next to the microphone on the left hand side of the in meeting toolbar.
- Click "Test Computer Audio" and audio preferences will open.
- You can test the volume and output of your speaker device by selecting "Test Speaker." If you cannot hear, change the output source by selecting a different speaker device.



Supporting CSU GradInitiative 2025: NSSE-BCSSE Follow-up

Jillian Kinzie

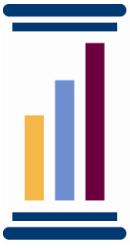
*NSSE Institute
Indiana University
Bloomington, Indiana*

James Cole

*Beginning College Survey of Student Engagement
Indiana University
Bloomington, Indiana*

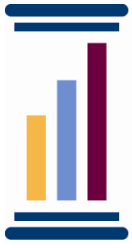
THE 23 OUTSTANDING CAMPUSES OF THE CSU





During the webinar we will . . .

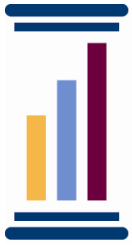
- Revisit campus plans to use NSSE data in support Graduation Initiative 2025
- Learn how to connect BCSSE and NSSE data, especially if you are administering both surveys in the 2019-20 academic year
- Discuss NSSE 2020 modules
- Explore and ask questions about your recent BCSSE report



Graduation Initiative 2025: Reminder about the Connections

Roadmap to Success

- Academic Preparation: Provide CSU students the opportunity and support needed to complete 30 college-level semester units, 45 quarter units, before beginning their second academic year.
- Enrollment Management: Ensure students are able to enroll in the courses they need, when they need them.
- **Student Engagement and Well-Being: Continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.**
- Financial Aid: Ensure that financial need does not impede student success.
- **Data-Driven Decision Making: Use evidence and data to identify and advance the most successful academic support programs.**
- Administrative Barriers: Identify and remove unnecessary administrative barriers.



Graduation Initiative 2025: Reminder about the Connections

- **Empirical & practical links**
 - Student engagement matters to retention & graduation
 - Engagement results are actionable
- **Shared equity goals**
 - Success and high quality learning for all students
- **CSUs have lots of NSSE data to take advantage of!**



NSSE Annual Results 2019

Release Feb 20, 2020

First-Year Students Who Engage Also Persist

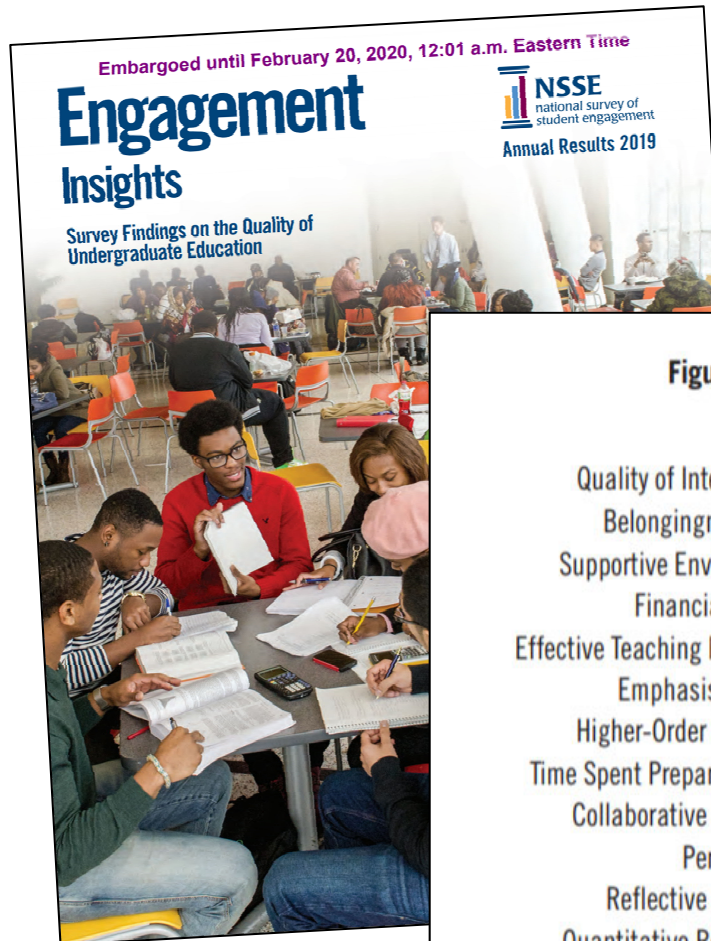
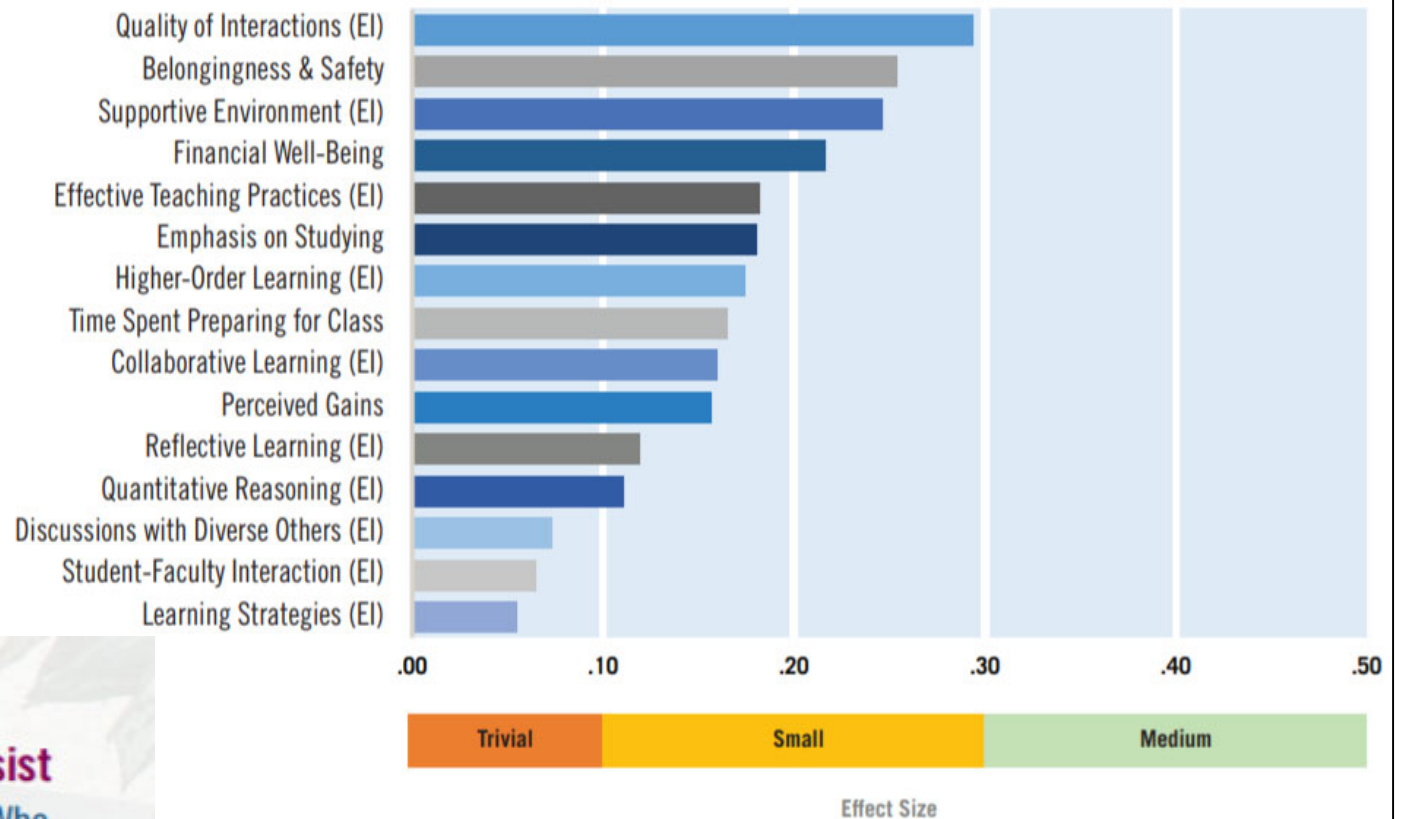
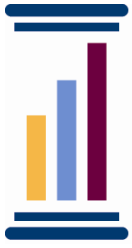


Figure 10: First-Year Student Engagement, Perceived Gains and Experiences, and Their Relationships with Persistence



First-Year Students Who Engage Are Likely to Persist
Plus: Reasons Given by Those Who Considered Leaving...and Left

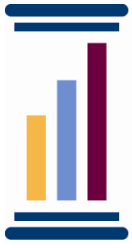
All 10 Engagement Indicators as well as four other measures were positively related to persistence.



Graduation Initiative 2025: Time for a Nudge

**How have you
applied your NSSE
data, which is
grounded in research
about what matters
to student success,
to understand and
inform GradInitiative
2025?**





Graduation Initiative 2025: Remember Last Spring's Workshops?



GOAL: Apply your NSSE data, which is grounded in research about what matters to student success, and local evidence and expertise, to understand and inform GradInitiative 2025



Graduation Initiative 2025: Remember Last Spring's Workshops?

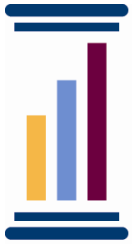
CSU GradInitiative NSSE Action Plan

CSU GradInitiative 2025: NSSE Action Plan					
Purpose: To create a "script" to support the application of your NSSE data to achieve CSU Graduation Initiative 2025 goals.					
Goal: Apply research about student engagement and success and use CSU student engagement data (NSSE, and in some cases FSSE & BCSSE) to assess student engagement to gain insights about retention and success, gauge the effectiveness of interventions, and identify what works to support completion and reduce equity gaps, and inform ongoing initiatives.					
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day-Month)</i>	Resources <i>A. Resources Available B. Resources Needed (financial, human, political & other)</i>	Potential Barriers <i>A. What individuals or organizations might resist? B. How might barriers be overcome?</i>	Communications Plan <i>Who is involved? What methods/where?</i>
Step 1:			A. B.	A. B.	
Step 2:			A. B.	A. B.	
Step 3:			A. B.	A. B.	
Step 4:			A. B.	A. B.	
Step 5:			A. B.	A. B.	

Evidence Of Success (How will you know that you are making progress? What are your benchmarks?)

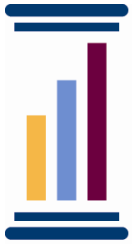
Evaluation Process (How will you determine that your goal has been reached? What are your measures?)






Graduation Initiative 2025: Remember Last Spring's Workshops?





Graduation Initiative 2025: Remember Last Spring's Workshops?



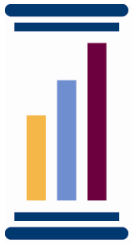
CSU Fullerton

DATA ACTION: Question to put to NSSE data to inform GradInitiative 2025

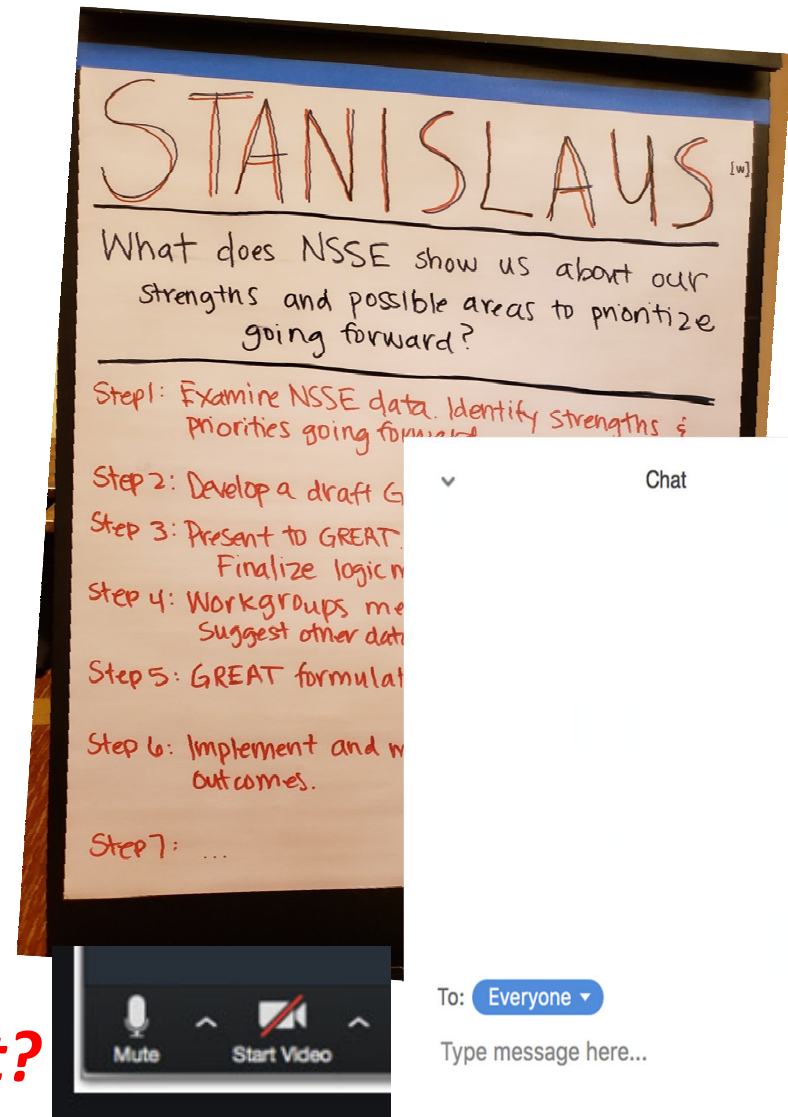
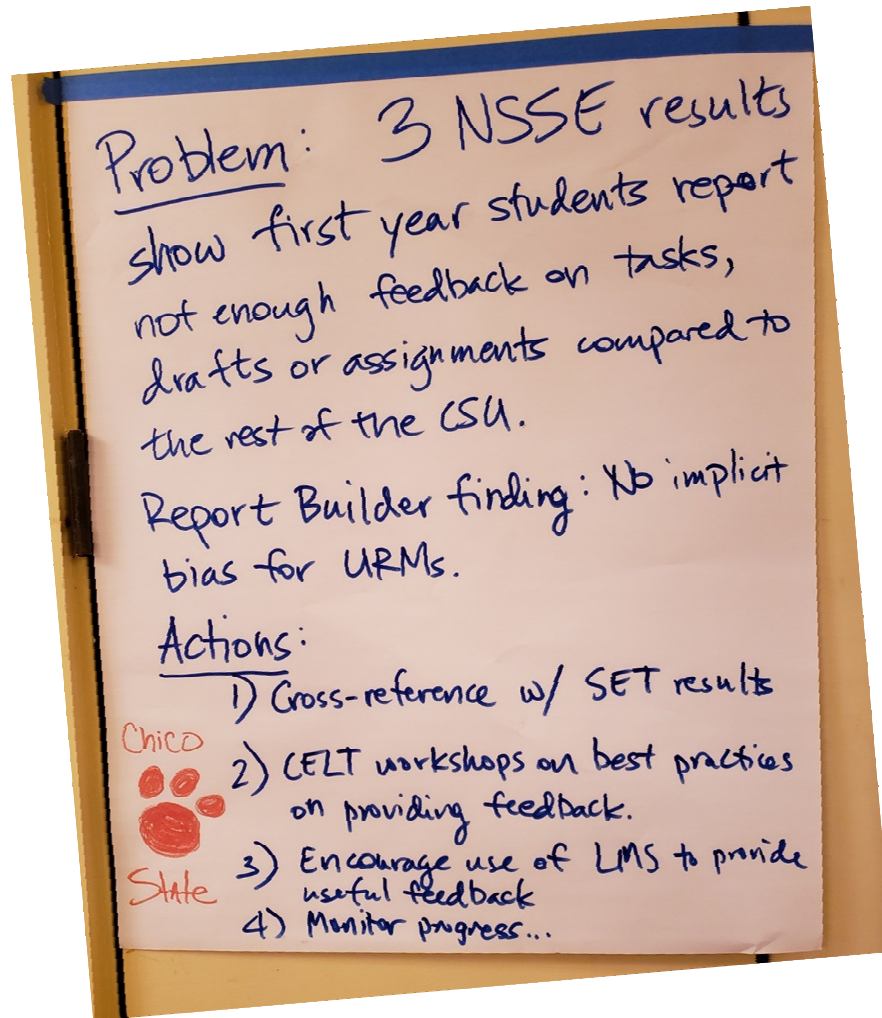
TAKING ACTION: Specific action to change educational practice/program informed by results:



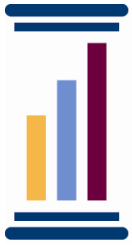
Brief Team Presentations. Teams **present** emerging plans and 2 “reasonable ideas”, one that outlines a question to put to the data to inform Graduation Initiative 2025 goals and the second that describes a specific action to change educational practice/program informed by results.



Graduation Initiative 2025: Remember Last Spring's Workshops?



Follow up to report?



Graduation Initiative 2025: Advances Using NSSE Data?

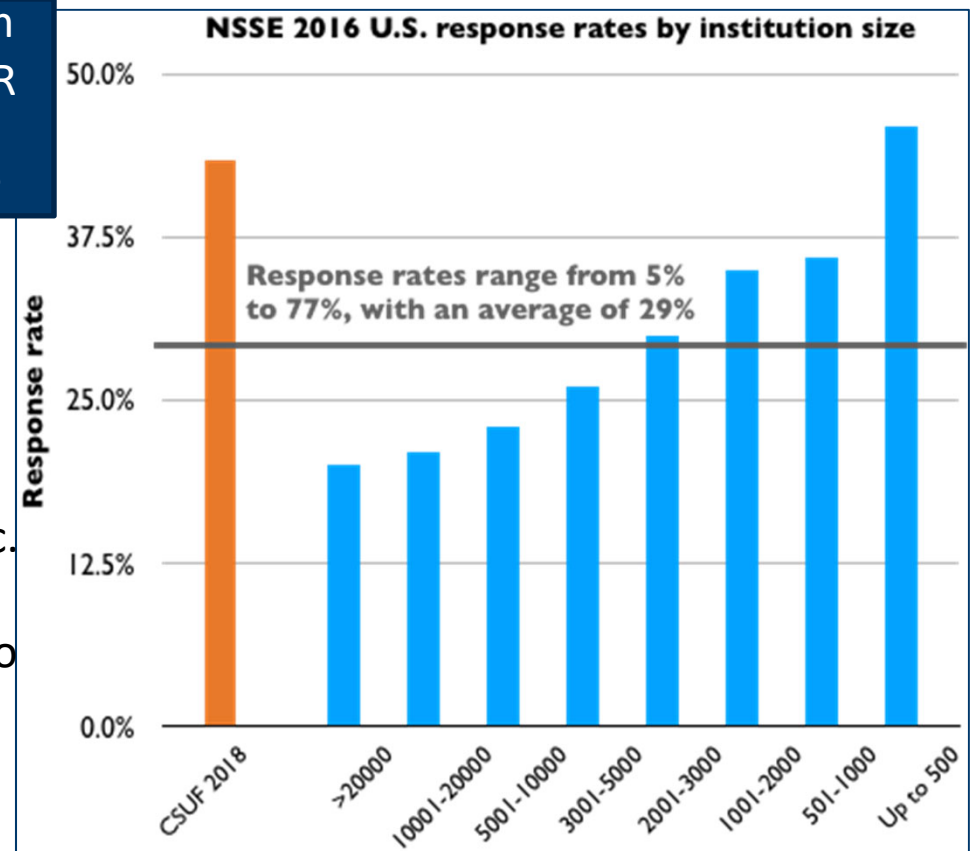
CAIR presentation November 2019: Jillian Kinzie, NSSE; Lisa Castellino, Humboldt State University; **Su Swarat, CSU Fullerton**; Emily Shindledecker, San Francisco State University

CSU Fullerton
NSSE 2018 RR

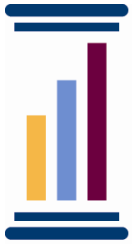
43.4%

CSUF campaign:

- Increase awareness of NSSE
- Connect NSSE and other initiatives
- Understand relevance & value of NSSE data
- Make NSSE a campus-wide endeavor
- Dedicated outreach: video, social media etc.
- Portal administration
- Create internal dashboard for easy access to data
- Guide data interpretation



http://nsse.indiana.edu/pdf/presentations/2019/CAIR_2019_Kinzie_slides.pdf



Graduation Initiative 2025: Advances Using NSSE Data?

CAIR presentation November 2019: Jillian Kinzie, NSSE; Lisa Castellino, Humboldt State University; Su Swarat, CSU Fullerton; **Emily Shindledecker, San Francisco State University**

IR Office of
Institutional Research

A Change for the Better: NSSE Qualitative Analysis

San Francisco State students comment on what is going well and what they would like to see changed.

"What one change you most like to see implemented that would improve the educational experience at this institution, and what one thing should not be changed?"

To Change?

Of the students who commented, 644 (95%) reported at least one thing at San Francisco State they would like to see changed.

The 5 most commonly included areas for changes to be made were:

1. Greater class availability (17%)
2. Quality of information from and/or access to academic advising (11%)
3. Increase student involvement (8%)
4. Lower tuition (6%)
5. Students not graduating in four years (5%)

Class availability was the most common topic in the student comments. Availability was broadly conceptualized as missing certain classes, not enough open spaces, and classes only offered at times which did not match the student's schedule. Issues surrounding the topic, such as the effect of classes offered on time to graduation, were also common.

Graduation issues or delays was a frequent theme across the respondents. However, interestingly many of those who commented on the topic were doing so from a third-party view. Many students remarked that even though they graduated on time, they were concerned and upset for their friends who were not able to do the same.

"Students are graduating SFSU by their 5th year or even more. Please make classes more available to students."

"Add more classes. It's more stressful on the registration date than the final because I'm afraid that I will not get classes I need."

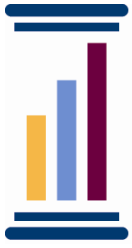


Money.

A common theme was cost. Students remarked on the cost of tuition, textbooks, housing, commuting and funding for a variety of departments.

"I would like to see more required academic advising. I believe a career outlook course for first-year students would be beneficial."

http://nsse.indiana.edu/pdf/presentations/2019/CAIR_2019_Kinzie_slides.pdf



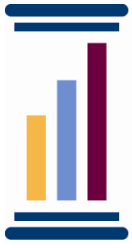
Graduation Initiative 2025

Some Advances Using NSSE Data?

Sense of Place and Belonging at Humboldt State University

<https://kymkemp.com/2020/02/05/hsu-says-more-of-their-freshman-are-staying-in-school/>

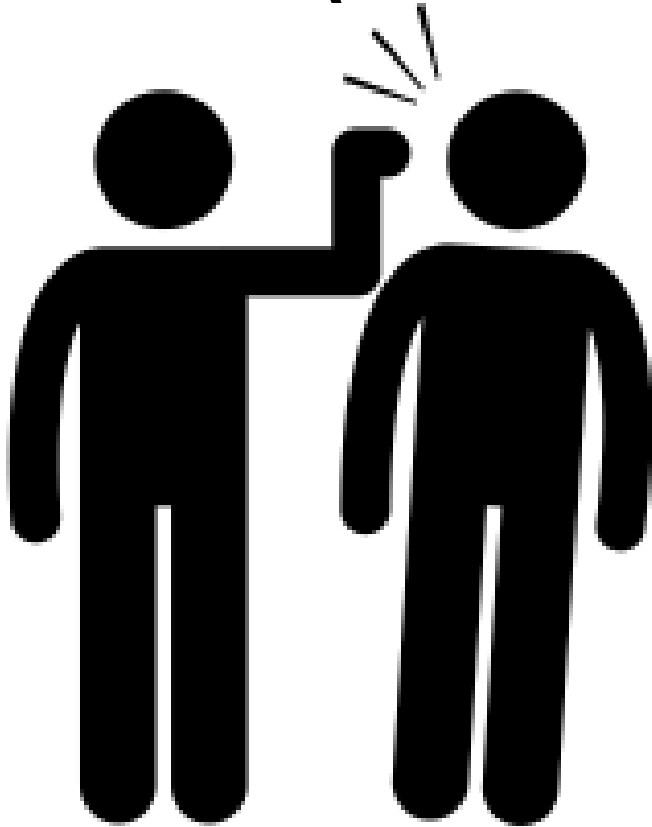
- Past 3 years retention rate increased from 69% to 75%
- NSSE 2019: 85% of new first-year students would “probably” or “definitely” attend HSU again.
- 89% of first-year students said their overall experience was “good” or “excellent”, compared to overall CSU system rate of 84%.
- See “A Sense of Place and Belonging Learning Communities Help Students Through Their First Year of College” to learn more about what Humboldt is doing
<http://www2.humboldt.edu/magazine/fall2018/senseofplace.html>



Graduation Initiative 2025

What would help?

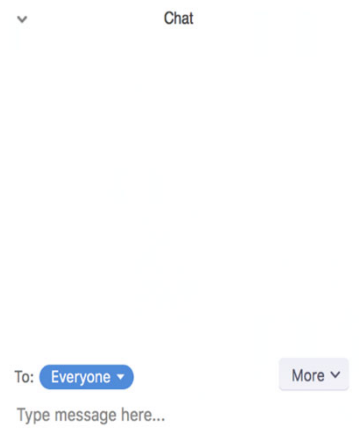
What else would help advance your use of NSSE data (and BCSSE) in GradInitiative 2025?

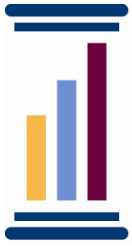


Received 4 days ago. Reply?

Sent 4 days ago. Follow up?

Sent 5 days ago. Follow up?





Graduation Initiative 2025: Assessing New Students' Experiences

Graduation Initiative 2025 Symposium

October 17 - October 18, 2019

In case you missed it . . .

Using the BCSSE Survey to Generate Targeted Support and Interventions for First-Year Students

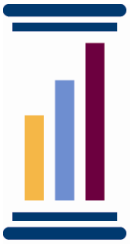
Thomas E. Miller, Executive Advisor and Associate Professor of Education,
University of South Florida

Michelle Bombaugh, First Year Retention, Office of Academic Advising
Initiatives, University of South Florida

<https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/symposium/Documents/TMiller-MBombaugh-Powerpoint-Presentation.pdf>

BCSSE

Beginning College Survey of
Student Engagement

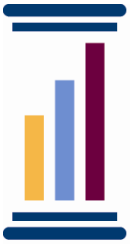


Graduation Initiative 2025

Aligning BCSSE data with Roadmap to Success

- Student Engagement and Well-Being: Continue to address the well-being of all CSU students while fostering a strong sense of belongingness on campus.
- Data-Driven Decision Making: Use evidence and data to identify and advance the most successful academic support programs.

BCSSE items can aid decision making by providing important data regarding your student's prior academic engagement, expected engagement at your campus, as well as their well-being and sense of belongingness.



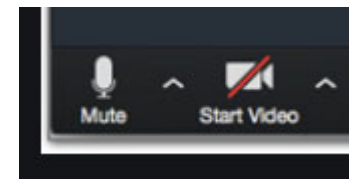
Graduation Initiative 2025

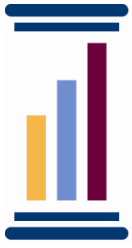
Back to revisiting campus plans to use
NSSE and **BCSSE** data in support
Graduation Initiative 2025. . .

What plans did you make?

What was implemented, tried?

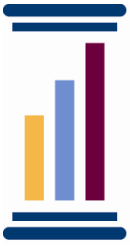
Any successes or challenges to share?





Connecting BCSSE and NSSE in the CSU

- **16 campuses participated in BCSSE 2019**
- **18 campuses participating in NSSE 2020**
- **12 campuses BCSSE 2019 & NSSE 2020**



Connecting BCSSE and NSSE

NSSE collects data representing a breadth of student engagement behaviors, including 10 Engagement Indicators and 6 High Impact Practices.

Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies*
- Quantitative Reasoning*
- Collaborative Learning*
- Discussions w/Diverse Others*
- Student-Faculty Interaction*
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment

* BCSSE aligned content, along with other items

High Impact Practices

- Learning community
- Internship, co-op, etc
- Work w/faculty on research project
- Service Learning
- Study abroad
- Culminating senior experience





Connecting BCSSE and NSSE

Southern CT State University

FY Seminar instructors receive BCSSE Advising Reports

Predictive modelling to identify student success factors

NSSE Academic Advising module to identify issues with the campus's advising practices

BCSSE-NSSE analysis resulting in a special High-Impact Practice offering First-Generation College Student Living and Learning Communities

From Lessons in the Field, Volume 4

FEATURED INSTITUTIONAL USES 18

Using BCSSE and NSSE Data to Inform Predictions and Improvements

SOUTHERN CONNECTICUT STATE UNIVERSITY

The results of the predictive models using BCSSE data indicated that student success is all about relationships.

Every year since its inauguration in 2007, the Beginning College Survey of Student Engagement (BCSSE) has been administered at Southern Connecticut State University during orientation, and the institution has been pushing the boundaries of how colleges and universities use BCSSE data. As part of the First-Year Experience (FYE) Program, all incoming students are enrolled in a seminar that promotes their academic habits of mind, research skills, and preparedness for more advanced coursework. This seminar extends students' orientation into the future and guides them in developing action steps in the here-and-now to achieve their desired futures.

Prior to the first day of classes, the FYE seminar instructors receive a BCSSE Student Advising Report for each student, which provides individualized information regarding a student's commitment to the institution, expected academic difficulty, and self-perception of academic preparation for college. When guiding faculty on how to use this information to gauge a student's confidence and needs, the

Office of Assessment and Planning emphasizes that, rather than spelling out a student's destiny, BCSSE data provide a roadmap on how best to support the student during this crucial transition. At Southern Connecticut State University, the focus is on that which is amenable to change rather than unchangeable demographic characteristics and prior learning.

The Student Success Task Force, chaired by the Dean of the School of Arts and Sciences and the Vice President for Student Affairs, used BCSSE data along with other sources of data in predictive modeling to identify the most important predictors of student academic learning, persistence, and graduation outcomes. Of the information collected by BCSSE, the item "Do you expect to graduate from this institution?" was a significant predictor; not surprisingly, students who responded "Uncertain" were less likely to be retained compared with students who answered in the affirmative. Other important predictors included students' expected difficulty with time management; preparedness to speak clearly and effectively; and frequency of talking with a counselor, teacher, or other staff member about university or career plans.

More than this, the results of the predictive models using BCSSE data indicated that student success is all about relationships. The Student Success Task Force's recommendations led to the creation of the Academic Success Center and the modification of academic programs, policies, and instruction as part of a drive to advance a culture of student-centeredness at the university. Specifically to help students plan for the cost of education and manage their financial obligations, a new position was created: Coordinator of Student Financial Literacy and Advising.

BCSSE and NSSE data have been used at Southern Connecticut State University in numerous other ways as well. For example, using data from NSSE's Academic Advising Topical Module (along with other sources of information) to identify issues with the campus's advising practices, the institution implemented the Education Advisory Board's Student Success Collaborative advising platform, and university staff continue to use data from the advising module to evaluate this initiative. Additionally, analysis of BCSSE and NSSE data trends conducted by the Office

Southern Connecticut State University



Thinking About Using BCSSE & NSSE Results

- Who **DID** or **WILL** you involve? What role will the following have in using NSSE results:
 - Faculty
 - Administration
 - Academic advisors
 - Librarians
 - Institutional research
 - Academic support staff
 - Culture center staff
 - Residence hall staff
 - Retention and success committee
 - *Who else?*





Additional NSSE measures to help you dig into specific topics: Topical Modules

NSSE Topical Modules

Institutions are able to append Topical Modules to the core survey. Topical modules are short sets of questions on designated topics such as academic advising, civic engagement, development of transferable skills, experiences with diverse perspectives, learning with technology, and experiences with writing. Additional modules will be developed over time.

Institutions may add one Topical Module to the core survey at no charge and select a second module for \$250. Institutions asking consortium questions can append no more than one module to the core instrument. The decision to add a second module, or a first module for consortium participants, should be considered carefully. Modules lengthen NSSE's duration and might result in increased survey abandonment. Please note that respondents will receive module questions before consortium questions.

Institutions that have participated in each **Topical Module** are listed [here](#).

To review NSSE Topical Modules, click on the following links:

Academic Advising

This module, updated for 2020, examines students' experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. It also asks students to identify who has been most helpful. The module complements a question on the core survey about the quality of students' interactions with academic advisors. (**Similar FSSE set available.**)

Civic Engagement

Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills, and examines perceptions of support for activism and how often students have engaged with campus, local, state, national, or global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen. (**Similar FSSE set available.**)

Development of Transferable Skills

Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module examines activities that develop useful and transferable skills for the workplace (such as verbal and written fluency and analytic inquiry). The module complements questions on the core survey about higher-order learning, reflective and integrative learning, and students' perceptions of their development in a variety of areas. (**Similar FSSE set available.**)

Learning with Technology

Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on usage, contribution to learning, and perceptions of institutional support. This module complements questions on the core survey about learning with peers, quality of interactions with others, and institutional emphasis on academic support. (**Similar FSSE set available.**)

2020 is the last year NSSE will administer the current Learning with Technology module. If you have an interest in the existing questions or would like to develop new questions about technology for consideration, please email nsse@indiana.edu.

<http://nsse.indiana.edu/html/modules.cfm>

Experiences with Writing

This module is the result of an ongoing collaboration between NSSE and the Council of Writing Program Administrators. The questions touch on three aspects of good writing assignments—interactivity, meaning-making, and clarity. It complements questions on the core survey about how much writing students do, the nature of their course assignments, and perceived gains in written expression. (**Similar FSSE set available.**)

Experiences with Information Literacy

Developed in collaboration with college and university librarians, this module asks students about their use and evaluation of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.

First-Year Experiences and Senior Transitions

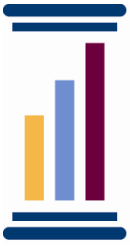
This module includes a set of items only for first-year students and a set only for seniors (based on institution-reported class level), with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project (with partial support from the National Endowment for the Arts), respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.

Global Learning

NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. It is designed to complement the American Council on Education's 2016 edition of the *Mapping Internationalization* on U.S. Campuses survey.

Inclusiveness and Engagement with Cultural Diversity

This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module. (**Similar FSSE set available.**)



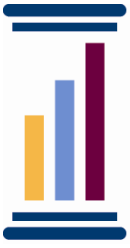
NSSE Topical Modules in the CSU

NSSE Topical Modules (choose up to 2)

CSU campuses

- | | |
|---|---|
| 1. Academic Advising (Updated 2019) | 6 |
| 2. Civic Engagement | 1 |
| 3. Development of Transferable Skills | 0 |
| 4. Learning with Technology | 0 |
| 5. Experiences with Writing | 1 |
| 6. Experiences with Information Literacy | 4 |
| 7. First-Year Experiences and Senior Transitions | 6 |
| 8. Global Learning | 0 |
| 9. Inclusiveness and Engagement with Cultural Diversity | 8 |

How might you collaborate on use?



Using NSSE Topical Modules

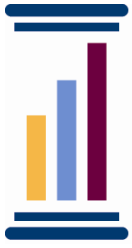
- **Topical Modules usually selected with a use in mind**
- **Facilitates targeted sharing of results with offices, committees, groups...charged with taking action on results**
- **Allows for digestible reporting and focused narrative**
- **Possible to connect to NSSE Engagement Indicators, Satisfaction item, for deeper analysis**
- **NSSE produces findings about some topical module results**

<https://nsse.indiana.edu/webinars/>

**Introducing the Inclusiveness and Engagement with Cultural Diversity
Topical Module**
(recorded October 31, 2017)

New First-Year Experiences Topical Module
(recorded January 12, 2016)

New Senior Transitions Topical Module
(recorded October 29, 2015)



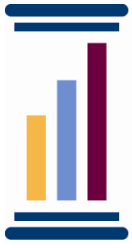
NSSE Results Relevant to Student Success

NSSE Annual Results 2019 Engagement Insights

Punchlines about Academic Advising findings...

- Advising Quality Matters more than Quantity
- Some advising practices more strongly influence FY interaction with faculty & intention to persist
- Seniors who experienced high-quality advising, compared to those who experienced low-quality advising, indicated their college experience contributed much more to their job- or work-related knowledge and skills





NSSE Results Relevant to Student Success

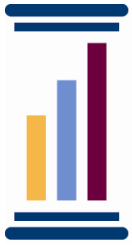
Academic Advising Quality Items

3. Thinking about academic advising, how much have people and resources at your institution done the following?

Response options: Very much, Quite a bit, Some, Very little, Not applicable

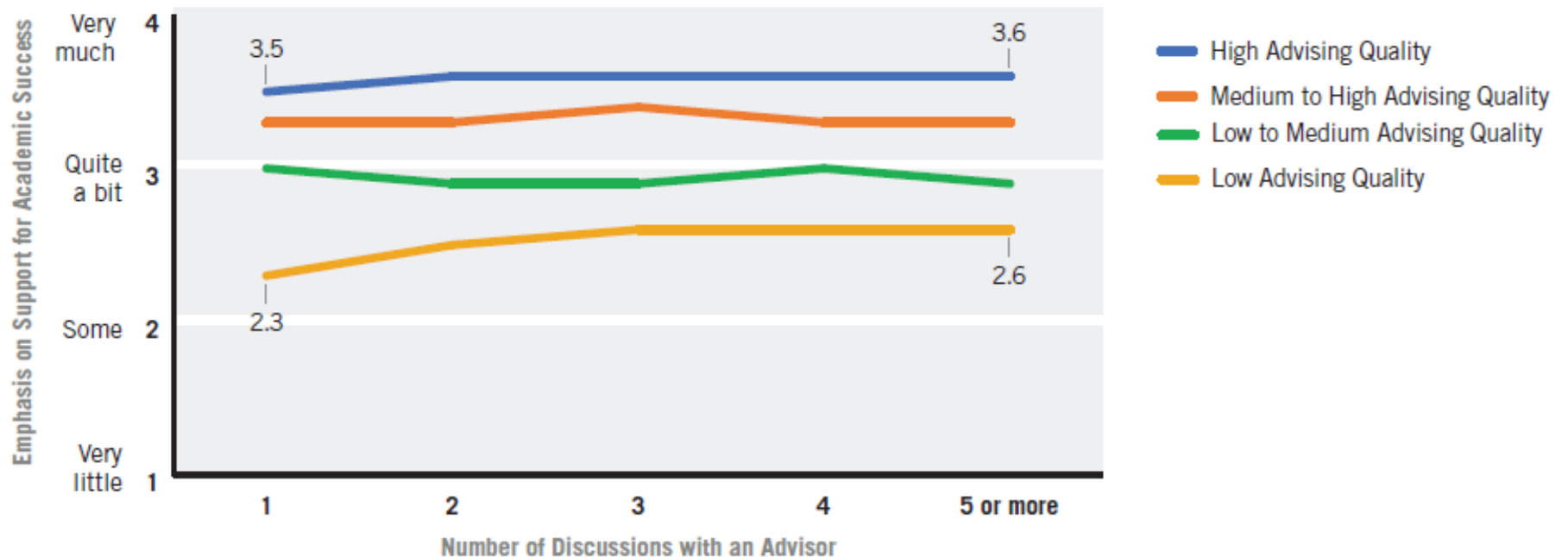
- a. Been available when needed
- b. Provided prompt and accurate information
- c. Provided information about learning support services (tutoring, writing center, success skills, etc.)
- d. Notified you of important policies and deadlines
- e. Reached out to you about your academic progress or performance
- f. Followed up with you regarding something they recommended
- g. Asked questions about your educational background and needs
- h. Actively listened to your concerns
- i. Respected your identity and culture
- j. Cared about your overall well-being

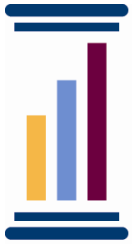
Composite
score for
“Quality”



NSSE Results Relevant to Student Success: Advising

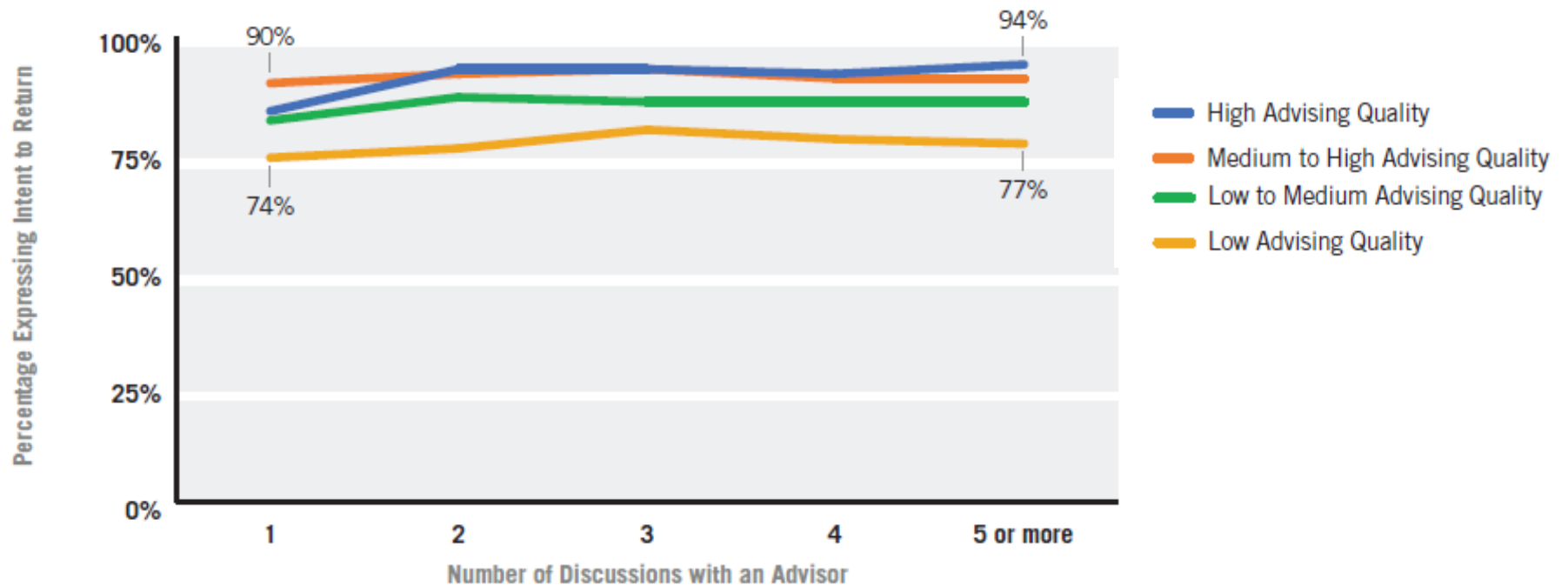
Figure 5: Among First-Year Students, Relationship of Advising Frequency, Advising Quality, and Institution Emphasis on Support for Academic Success

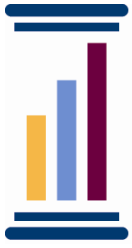




NSSE Results Relevant to Student Success: Advising

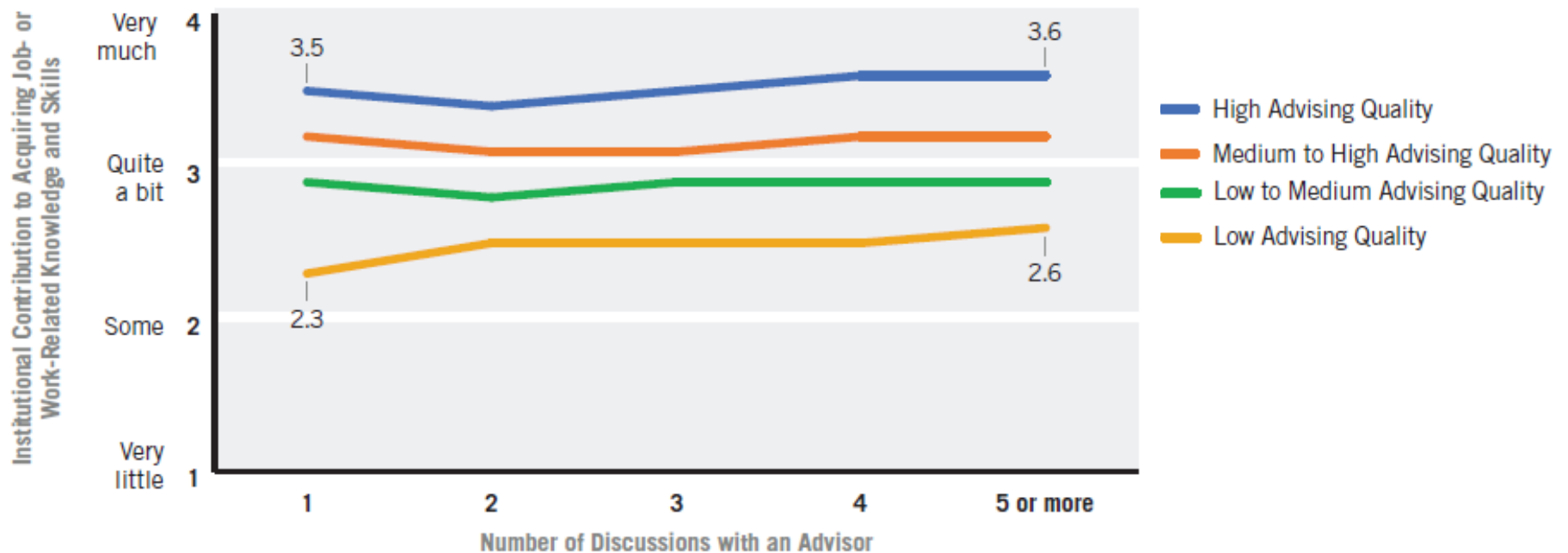
Figure 6: Among First-Year Students, Relationship of Advising Frequency, Advising Quality, and Intention to Return the Following Year

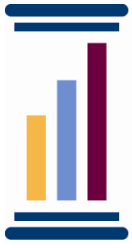




NSSE Results Relevant to Student Success: Advising

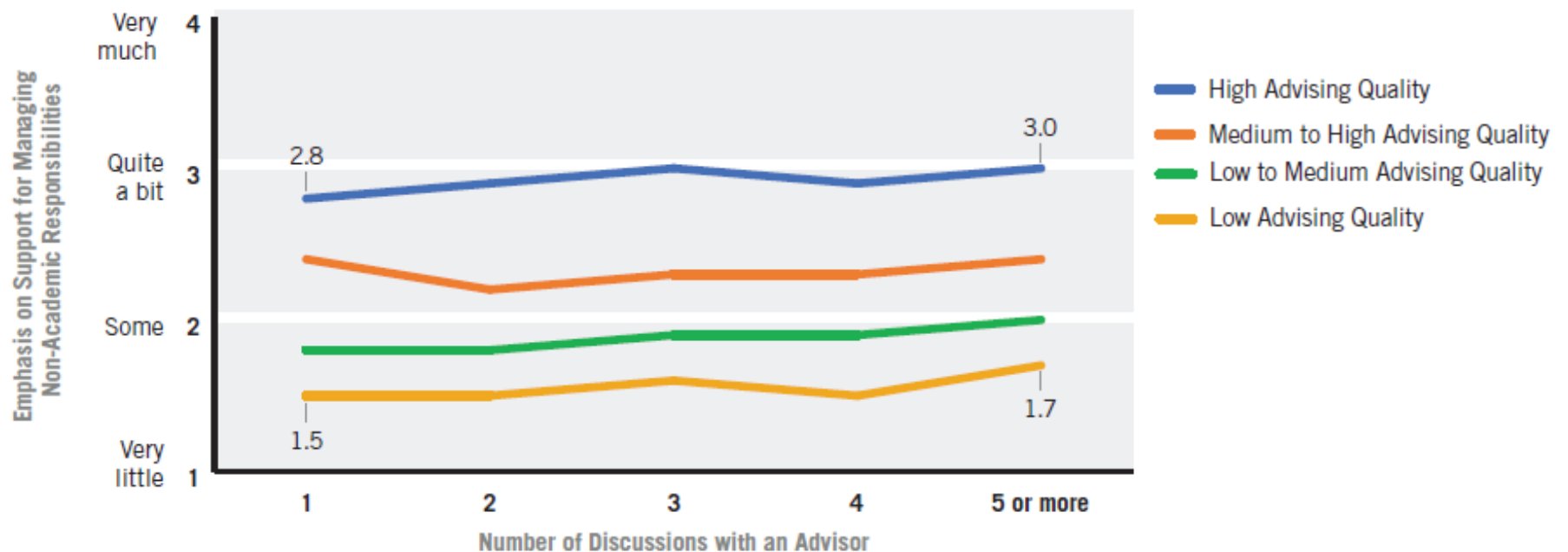
Figure 8: Among Seniors, Relationship of Advising Frequency, Advising Quality, and Perceived Institution Contribution to Acquiring Job- or Work-Related Knowledge and Skills

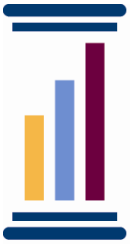




NSSE Results Relevant to Student Success: Advising

Figure 9: Relationship of Advising Frequency, Advising Quality, and Institution Emphasis on Support for Managing Non-Academic Responsibilities

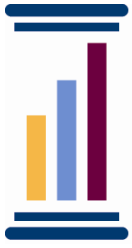




NSSE Results Relevant to Student Success: Advising

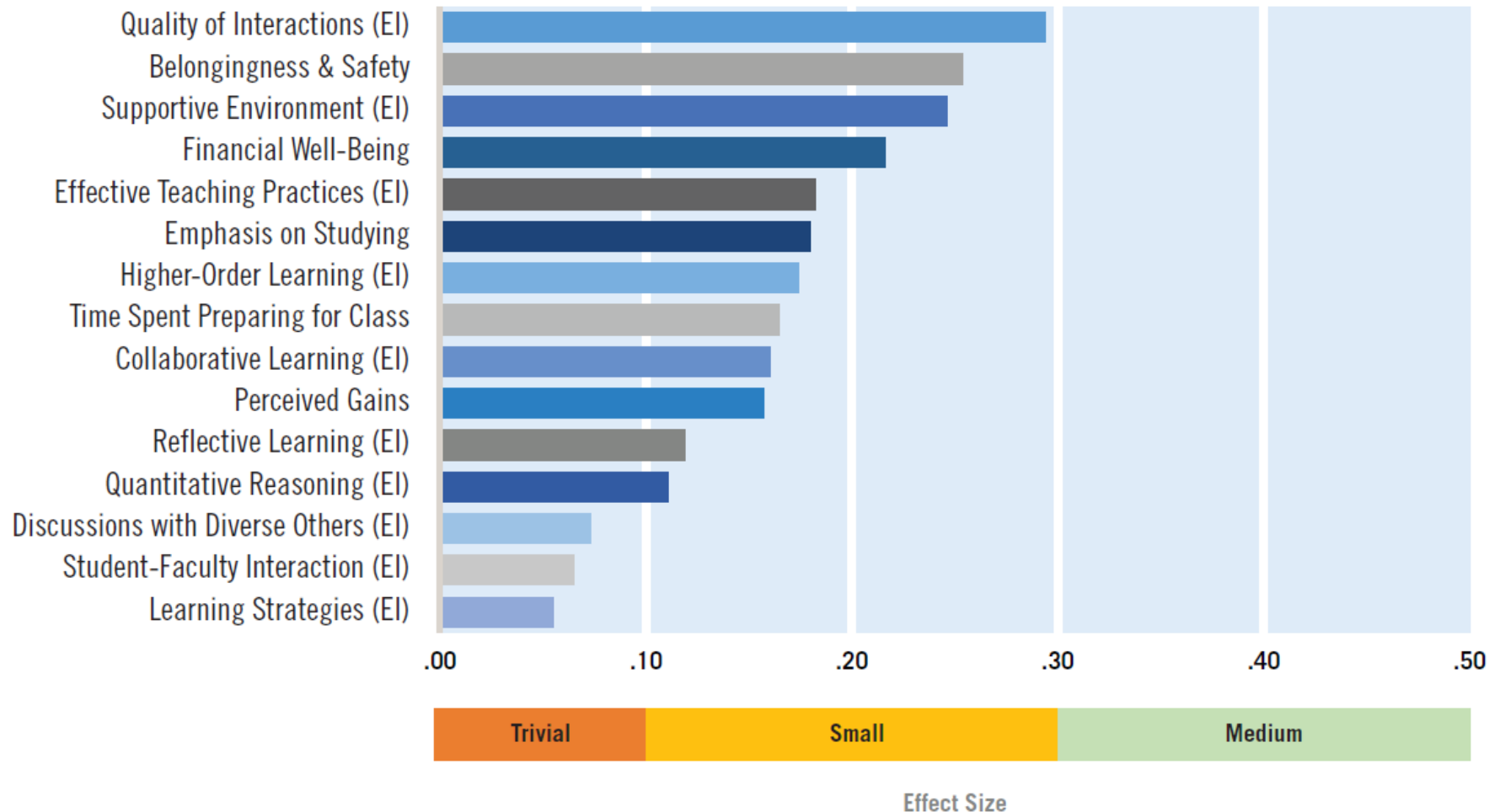
- *Frequency of advising* is not nearly as important as the *quality of advising* to crucial aspects of student
- Meeting more often with an advisor had some benefits, the *strongest and most consistent relationships were with the quality of academic advising.*

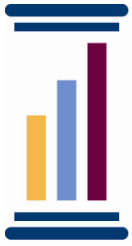




NSSE Results Relevant to Student Success: Retention

First-Year Student Engagement, Perceived Gains and Experiences, and Their Relationships with Persistence





NSSE Results Relevant to Student Success: Reasons Students Leave

Reasons Cited by Nonpersisters for Having Considered Leaving



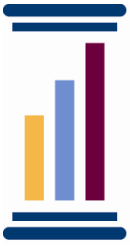


NSSE Results Relevant to Student Success: Predicting Persistence

How well did NSSE predict persistence?

Do you intend to return to this institution next year?	Persistence Status		
	Did not return	Returned	Total
No (N=667)	62%	39%	100%
Yes (N=15,489)	5%	95%	100%
Not sure (N=1,156)	26%	74%	100%
Total (N=17,312)	9%	91%	100%

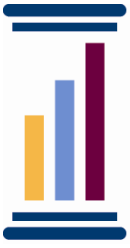
Results show that all 10 Engagement Indicators as well as four other measures were positively related to persistence.



BCSSE Reports and Data Use

Two uses of BCSSE data and Reports

- Student-level, including student advising reports, early alert systems, etc
- Institutional level, including linking to NSSE data, first-year program assessment, etc



BCSSE Reports and Data Use: Reminder about Relevant Items

Compare responses from two items

24 Do you expect to graduate from this institution?

☐ Yes

88%

☐ No

12%

☐ Uncertain

Those indicating **No or Uncertain** are:

- More likely to be first generation
- More likely to expect high difficulty “Managing your time”
- More likely to expect high difficulty “Paying for college”
- Less likely to expect to seek help “Learning support services”
- Less likely to feel very prepared to “Write effectively and clearly”



BCSSE Reports and Data Use

Updated BCSSE Institutional Reports include: 1) Respondent Profile,
2) **Frequency and Mean Comparisons**, and 3) BCSSE Scale Means

First-Year Students

First-Year Students				Frequency Distributions								Mean Comparisons										
Item wording or description	Variable name	Values	Response options	All Students			First Generation				Self-Reported High School Grades				First Generation				Self-Reported High School Grades			
				Count	%	Mean	Yes		No		A- or higher		B+ or lower		Yes		No		A- or higher		B+ or lower	
							Count	%	Count	%	Count	%	Count	%	Mean	Mean	Statistical comparison	Effect size	Mean	Mean	Statistical comparison	Effect size
6. During high school, how many of the following types of classes did you complete?(Select only one.)																						
a. Advanced Placement (AP) classes	hapl3num	0	0	17,940	27		8,165	20	9,397	38	7,804	32	9,031	24								
		1.5	1-2	19,418	29		11,143	28	8,025	32	7,683	31	10,569	28								
		3.5	3-4	13,512	21		9,269	23	4,145	17	4,734	19	7,937	21								
		5.5	5-6	8,089	12	2.8	6,111	15	1,910	8	2,376	10	5,153	14	3.3	2.0	***	.23	2.4	3.0	***	.23
b. College or university courses for credit		5.5	5-6	3,047	5	1.8	2,346	6	671	3	1,130	5	1,742	5	2.1	1.3	**	.14	1.8	1.8	***	.01
		7.5	7-8	1,508	2		1,205	3	286	1	565	2	868	2								
		9.5	9-10	894	1		698	2	187	1	336	1	508	1								
		11.5	11 or more	2,529	4		1,782	5	719	3	1,076	5	1,324	4								
			Total	62,810	100		38,272	100	23,741	100	23,661	100	35,386	100								
c. International Baccalaureate (IB)	hib17num	0	0	55,026	93		33,279	93	21,133	94	20,791	94	30,998	93								
		1.5	1-2	1,079	2		619	2	446	2	406	2	615	2								
		3.5	3-4	512	1		317	1	189	1	186	1	298	1								
		5.5	5-6	959	2	0.4	572	2	298	1	271	1	647	2	0.4	0.3	***	.01	0.3	0.4	***	.02
		7.5	7-8	824	1		538	2	250	1	246	1	527	2								
		9.5	9-10	207	0		125	0	81	0	74	0	123	0								
		11.5	11 or more	451	1		267	1	176	1	167	1	257	1								
		Total	59,058	100		35,717	100	22,573	100	22,141	100	33,465	100									

Any questions about Reports??



BCSSE-NSSE Reports

BCSSE-NSSE Cross-Sectional Report

		BCSSE ^a				NSSE ^b	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
How often [did you do/do you expect to do/have you done] each of the following?							
Come to class without completing readings or assignments	Never/Sometimes	4,079	93	3,404	94	564	79
	Often/Very often	325	7	201	6	145	21
	Total	4,404	100	3,605	100	709	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,617	60	1,273	35	450	64
	Often/Very often	1,779	40	2,342	65	260	36
	Total	4,396	100	3,615	100	710	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	1,314	30			238	41
	Often/Very often	3,057	70			331	59
	Total	4,371	100			569	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	2,056	47			353	62
	Often/Very often	2,289	53			213	38
	Total	4,345	100			566	100



Additional Data Use Resources

Lessons from the Field (Volume 4)

nsse.indiana.edu/pdf/LFF_4.pdf

Search Tool for Examples of NSSE, FSSE, and BCSSE Data Use

nsse.indiana.edu/html/using_nsse_db/

Using Your BCSSE Data

bcsse.indiana.edu/usingBCSSEData.cfm

How Institutions use NSSE Data

nsse.indiana.edu/html/how_institutions_use_NSSE.cfm

LESSONS FROM THE FIELD—VOLUME 4
Digging Deeper to Focus and Extend Data Use

FEATURING EXAMPLES OF NSSE DATA USE BY:
Andrews University
Biola University
Bowling Green State University
Bucknell University
California State University, San Bernardino
California State University San Marcos
Carlow University
Indiana University–Purdue University Indiana

NSSE
national survey of student engagement

Using NSSE Data in Strategic Decision Making for Advising

EASTERN CONNECTICUT STATE UNIVERSITY

Far from taking advising away from faculty, Eastern's new advising model—based on both quantitative and qualitative data from NSSE—supported the faculty's natural role as mentors for their students.

Dr. Elsa Núñez arrived as new president at Eastern Connecticut State University in 2006 with a reputation as a proponent of strategic planning and data-driven decision making. Within a year, more than 300 faculty and staff were hard at work crafting the first five-year strategic plan of her presidency. (As of this printing, the university is in the third planning cycle of the Núñez administration.)

One of the most important elements of Eastern's 2008–2013 Strategic Plan was a multi-tiered advisement program driven by results from the National Survey of Student Engagement (NSSE) to overcome the politics of change. This initiative created an advising program that Eastern depends on to serve students and to help them persist on their path to academic success.

When the strategic planning committee charged with supporting student success looked at Eastern's NSSE 2010 data, they paid particular attention to students' written qualitative responses to the survey's open-ended questions. Student comments, such as the two below, clearly indicated that Eastern's advising system was broken and that depending on faculty to advise students wasn't working.

"Trying to figure out my major was hard, because I was not advised well at all."
"I've seen my advisor only once all year; she causes me more stress than my schoolwork!"

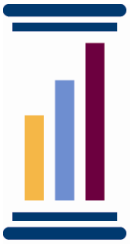
The hard data from NSSE were also compelling. When asked if they talked with a faculty member about their career plans, only 46 percent of freshmen and 49 percent of seniors said yes. Asked to evaluate Eastern's academic advising program on a scale of 1–5, students rated it only 2.9.

LESSONS FROM THE FIELD — DISPATCH #1

In This Dispatch
NSSE DATA IN STRATEGIC DECISION MAKING
Eastern Connecticut State University
IMPROVING THE NSSE RESPONSE RATE
University of Missouri
ENHANCING HIGH-IMPACT PRACTICES
Middle Georgia State University
PUTTING STUDENTS' COMMENTS TO USE
Beloit College
San Francisco State University
Southern New Hampshire State University

This Dispatch is a supplement to NSSE's multi-volume series *Lessons from the Field*. For more institution examples, see Volume 4 or other examples online: nsse.indiana.edu/links/lessons

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THANK YOU!

Please contact us with any questions or comments.

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Jillian Kinzie: jikinzie@Indiana.edu



BCSSE

beginning college survey
of student engagement